

Welcome!



Kelly Boswell

Small Writers - Enormous Possibilities



My Rabbit is important to me.
The other day I ~~was~~ ^{was} ~~hiding~~ ^{was} my Rabbit in my
Sweet Shirt then I felt
something warm. And my
rabbit poked on me
then I had to give a
nether shake on but I
still love her.

When I Grow up...



I want to be like mommy!

STUDENTS ARE STRUGGLING WITH WRITING

**Poorly written applications
are likely to doom
candidates' chances for
employment.**

**National Commission on Writing
2005**

College Board National Commission on Writing

Whether it's an e-mail memo or a complex report, fully one-third of the U.S. workforce does not meet the minimum requirements of the jobs they currently hold.

Writing remediation costs
American businesses as
much as \$3.1 billion
annually.

TOP SIX WRITING PROBLEMS

- ♦ Accuracy
- ♦ Clarity
- ♦ Spelling
- ♦ Punctuation
- ♦ Grammar
- ♦ Conciseness

Writing is not a frill for the few, but an *essential skill* for the many.

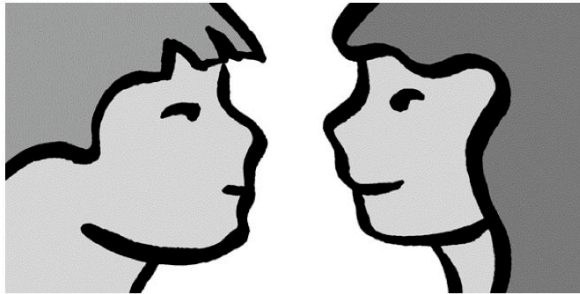
National Commission on Writing
2003

Why do Students Struggle with Writing?

- ♦ Think quietly for a moment: Why do YOU think students struggle with writing?
- ♦ Make a list

Now...

- ♦ Cross off the ones over which you have no control.
- ♦ Circle the ones over which you can exert some influence.
- ♦ Put a **STAR** next to the ones over which you have direct control.



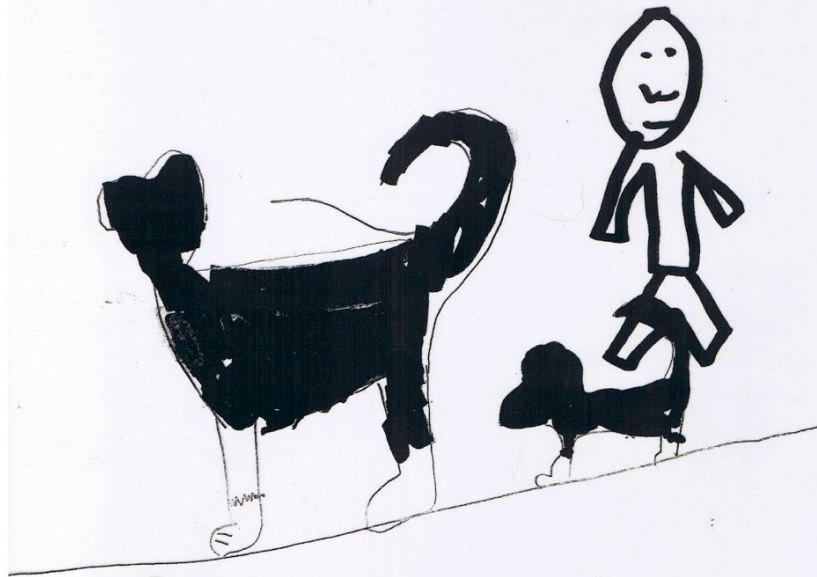
Turn and Talk...

Find a partner and share your thinking.

Meet Hannah



SEP 24 2004



end of



WUT I GOT FROM THE
Easter Bunny
WUS a. Roob on.
Rabbit And it move
And it SLEEPS
And it yons
And it snifs
And it ETS Garots.

Writing Before Reading?

First graders are not well positioned for reading. They can read only the words they have learned to read or can sound out - a fairly small lexicon. But they are beautifully positioned for writing. They can *write* all the words they can *say*. Even younger children who don't know the alphabet can write if they have seen other people write. They just scribble, scribble, scribble - but with meaning, they can "read" their writing back to you.

- Peter Elbow

From "Writing First"

Published in Educational Leadership, Oct. 2004

Points to Ponder When Assessing Young Writers

Remember that Learning is a Process









- Exposure
- Experience
- Encouragement

THE STAGES OF WRITING DEVELOPMENT



PREWRITING

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todd is
DANCIST
3 FLIND
ELISAD
BISLOAD



EMERGENT

1st



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CAGISBIDFLI
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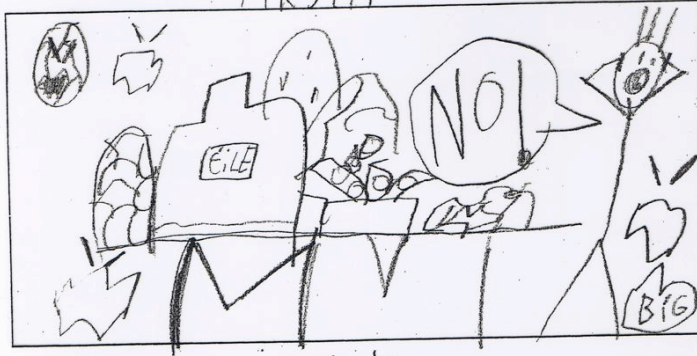
DEVELOPING

I've had the worst
day ever! Fund raises
are not Fun! lot
of people were
bragging about the
prizes! a lot of
people felt left
out! to mom and
Dad love



remember
to Breen as
Love letters
Brian on
Tuesday
may tenth
when
kins of
twelve

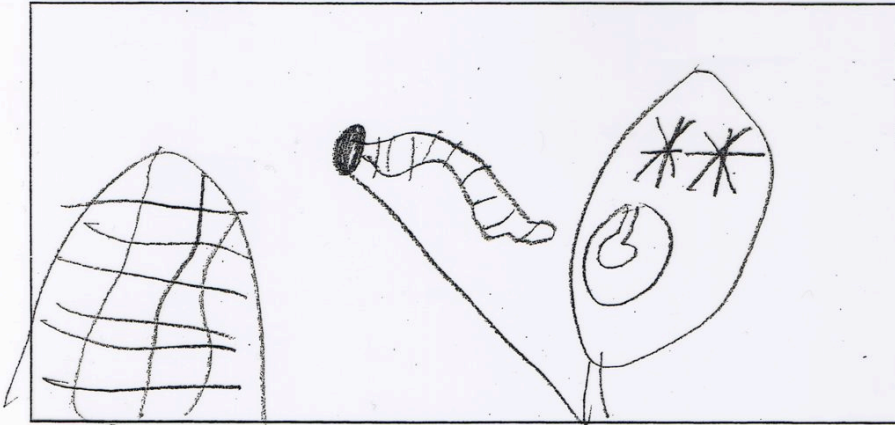
Name ANTON Date APR 26 2006
f.KSIN



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the misencLE.
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UP AND for HIS
SAPIS thit WAS NO
LILE. HE SAD NO!!!

Name ANTON

Date _____



He HAD to EET
WORMS, thX Wih GROS.
Wih HE AKT thOM
HE fit ID. thA Wf
GROS, tht WOS THE
GROSIST DAY OF HIS LIF.

INDEPENDENT

I think everybody who can, should learn to ride a bike. A bike with two wheels that is. I got my chance in first grade. My dad, my sister and I went to a soccer field behind my school: Chapman. My dad boosted me on to my training wheelless bicycle. He held the back of my seat and ran with me for a few paces and let go. I was riding!! I was riding by myself on a two wheeler! But then I fell down. As I got up on my bike my said I should pedal when I ride. In the next half an hour I could stay balanced

pedaling. Then my dad told me to try and steer. I went ahead and steered right into the ground. The next few weeks were smothered in blood, scabs, bruises and band-aids. But at the end, triumph. I could ride a two wheeler.

The End



Provide Daily Sustained Time to Write and Confer



Writing requires a daily commitment.

-Regie Routman

Structure of Writer's Workshop

- ♦ MINI-LESSON
- ♦ INDEPENDENT WRITING TIME
- ♦ MID-WORKSHOP TEACHING POINT
- ♦ CONFERRING
- ♦ WHOLE-CLASS SHARE

Donald Graves

“If we don’t teach writing at least four days a week for at least forty-five minutes, we shouldn’t bother to teach it at all.”



National Writing Commission



Recommends that schools double the amount of time spent writing at every grade level.



CONFERRING



- ✓ Short and Focused
- ✓ Student-oriented so that the writer does most of the talking
- ✓ An opportunity to work on *one* writer's problem, not the world of writing.

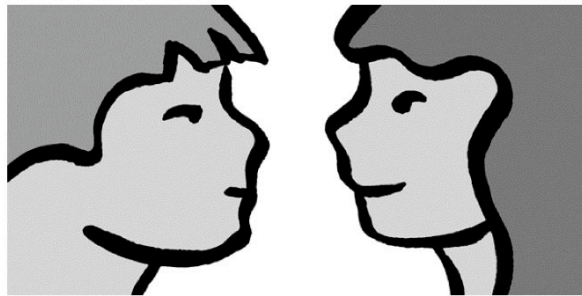
WHY HAVE A CONFERENCE?

- ♦ To celebrate
- ♦ To validate
- ♦ To encourage
- ♦ To nudge
- ♦ To teach
- ♦ To assess
- ♦ To set goals

Regie Routman

One of the best examples of good teaching I have ever encountered was with a golf professional. On my first lesson he said, "Here is a bucket of balls...hit 'em." A few minutes later, he wandered back and quietly said, "Keep hitting them, only this time keep your head down, eye on the ball." By the next bucket of balls, he had introduced one more skill for the day...no more. Before a few weeks were out, he had quietly attended to my feet, grip, shoulder level, and follow through. A few years later, I realized with a start that every single one of my problems was visible on the first lesson. If he had attended to all of them that first day, I would probably have missed the ball completely and resigned in disgust from every playing golf again.

Donald Graves Writing: Teachers and Children at Work



Turn and Talk...

Find a partner and share your thinking.

VIDEO CLIP

What do you notice
the teacher doing?

What do you notice
the students doing?



Teaching Tips for Conferring and Evaluating

Regie Routman

- ♦ Always focus first on what the writer has done well.
- ♦ For the first reading, don't look at the child's paper.
- ♦ Put your pen or pencil aside.
- ♦ Consider how much support the child will require.
- ♦ Watch your language of response.

CONFERENCE RECORD

Child's Name: _____			
Date	Research/ Compliment	Teaching Point	What is next?
	<i>What Strategies did I notice the child using independently?</i>	<i>What's the strategy I taught the child in today's conference?</i>	<i>What strategies could I teach the child in the future?</i>

CONFERENCE RECORD SHEET

I am working on...	I can...

Don't Underestimate the Power of Encouragement



Vicki Spandell in Creating Writers:



Gentle, gradual encouragement is among the most effective of all teaching strategies.

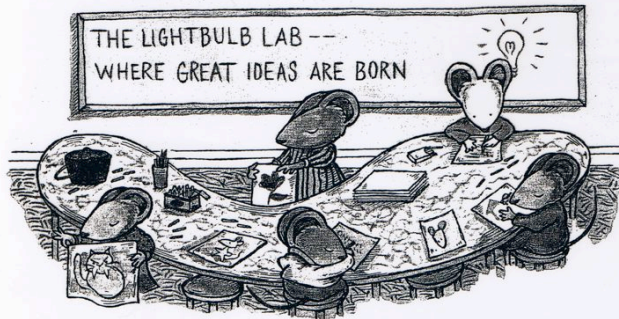


We have more or less abandoned this approach in much of our formal instruction, but most of us, if we think about it, instinctively know the power of a teacher who believes absolutely in our capability.

I've Assessed... now
what??

Assessment is only useful if it
GUIDES instruction.

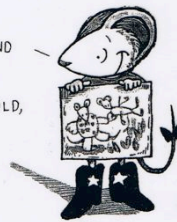




Whenever the students had free time, they were permitted to go to the Lightbulb Lab in the back of the classroom. They expressed their ideas creatively through drawing and writing. Lilly went often. She had a *lot* of ideas. She drew pictures of Mr. Slinger. And she wrote stories about him, too. During Sharing Time, Lilly showed her creations to the entire class. "Wow," said Mr. Slinger. That was just about all he could say. "Wow."



AND AT THE
VERY LAST SECOND
MR. SLINGER
SAVED THE COLD,
STARVING,
ELDERLY...



Walk On!
A Guide for Babies of All Ages
by Marla Frazee

